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AUTHOR Pfiffner, Karen J.
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ABSTRACT

This module on examining sex bias, the first in a series of three volumes of sex-fair career guidance activities, deals with choosing occupations and life roles. Included in the module are 20 individual and group activities designed to introduce students to the concept of sex-biased role perceptions and to make students aware of the potentially limiting effects of allowing sex role bias to interfere with occupational choices. Each activity contains a concept, a description of the activity, an overall goal, a list of needed materials, instructions for conducting the activity, discussion topics, outcome objectives, and suggestions for follow-up and alternative activities. (MN)

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CHOOSING OCCUPATIONS AND LIFE ROLES

MODULE 1

EXAMINING SEX BIAS

Project Director
Karen J. Pfiffner

Appalachia Educational Laboratory
Charleston, West Virginia

U.S. DEPARTMENT OF EDUCATION
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*For an explanation of categories, see the Teacher's Handbook, page 7.

INTRODUCTION

To the Instructor: The Teacher's Handbook for Choosing Occupations and Life Roles is an essential adjunct to this module. The handbook provides a solid base of instruction for offering the activities in each of the three modules in this series.

You may want to study in advance the format of a typical activity in each module you adopt in order to become familiar with the layout, to gauge your time for its presentation and fulfillment, to make any prerequisite preparations, and to determine if there might be any special variations you would like to make that would enhance the overall goal for your particular classes.

The activities contained in this module stand independent of one another, except in a very few cases.* The purpose of the activities in Module 1 is (a) to introduce each student to the concept of sex-biased role perceptions and (b) to create an awareness in the student of the potentially limiting effects of allowing sex-role bias to interfere with occupational choice. The activities are specifically intended to be exploratory. Individual and group exploration will help students to recognize and understand the concept of sex bias and to examine their own existing attitudes about sex-role perceptions.

When your students have completed the activities in Module 1, they should have gained the following:

1. Recognition and understanding that sex-role stereotyping--that is, unfair generalizations or judgments made on the basis of sex alone--is pervasive throughout society.

2. Recognition that each student has individual sex-biased role perceptions, which have been formed since birth and which are based upon the attitudes, values, and beliefs of family, friends, home life, schooling, religious affiliation, and other important societal influences.

3. Recognition that students' own sex-role expectations influence the way they perceive the world and the people in it.

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*When another activity is prerequisite, that activity is identified in the instructions by a note that reads, for example, "Please do Activity 6 before beginning this activity." Also, please note specifically that the third activity, "TV--A Mirror of Reality," requires that assignments be made early in the teaching of Module 1. You will want to preschedule the assignments so that the student research teams can report their findings after Module 1 is under way.

4. Recognition that one area of individual growth that is influenced by sex-role expectations is occupational choice, and that the same forces that have contributed to students' attitudes and expectations about roles in general--family, friends, home, school, religion, etc.--will also affect their attitudes about career choices.

5. Recognition that if students allow sex-biased attitudes to influence and limit their individual occupational choices, they most likely will exclude from consideration jobs they could and would like to do.

6. Recognition that allowing sex-biased role perceptions to interfere with choosing a career limits an individual's personal development and is, therefore, harmful to the growth of self.

Once students have had the opportunity to discover and explore the concepts presented in Module 1, they will be ready to move to Module 2, which will help them to organize their ideas about possible career paths and to learn that the true indicators of career choice rest with a person's interests, abilities, and adaptive skills, not with a person's sex.

The Teacher's Handbook contains specific material pertinent to the teaching of each module. It is suggested that you review the material for Module 1 before proceeding with the activities.

Sex-Role Stereotyping: WHAT IS IT? WHERE IS IT?

ACTIVITY 1

Concept

The phenomenon of sex-role stereotyping is pervasive and deeply rooted in our major social institutions.

Description of Activity

Students will briefly examine male and female roles in four areas of society: school, home, church, and work.

Overall Goal

Students will become aware of evidence that four of society's major institutions have helped to generate, and continue to reflect, traditional sex roles.

Materials Needed

Chalkboard and chalk, or butcher paper and felt-tip markers; copies of "Who Does What/Where?" (survey sheet follows).

Instructions for Conducting the Activity

Warm-Up Exercise

Have the class form pairs by assigning (as far as possible) one male and one female to each set of partners. Distribute copies of the survey sheet and instruct partners to interview each other using the survey sheet. Whichever partner is sitting closest to you can start as the interviewer on the first round. After the first interview, partners should reverse roles so that each has an opportunity to be interviewer and interviewee.

Main Activity

When the students have finished, you (or a student) should tally the responses on the board or on a large sheet of butcher paper. The results should be used as a focal point to facilitate discussion regarding the pervasiveness of sex-role stereotyping. Questions or topics for the discussion are:

1. How similar are the findings among the student groups?

2. Do examples of sex-role stereotyping seem more prevalent in one or two of the social institutions that in the others? If so, in which institution(s) and why?

3. Are there any legitimate reasons for some of the common findings?

4. What are some of the historical factors that have contributed to sex-role stereotyping as it exists in these institutions?

5. Can your students identify, or do they know of, at least one example of an individual in a nontraditional role in each of the four institutions (e.g., a female minister of a church)?

6. How do class members see these sex-role-stereotyped conditions in each of the institutions as undergoing change?

The end of the discussion should center on what is meant by sex-role stereotyping and culminate in the class' building a group definition of sex-role stereotyping.

Outcome Objectives

- Students will be able to define, in their own words, the phrase sex-role stereotyping.
- Students will be able to list examples of sex-role stereotyping in four of society's major institutions.
- In time, students will be able to identify examples of sex-role stereotyping in any given situation.
- Students will eventually be able to discuss, orally and in writing, how these traditional sex roles affect their own career choices.

Suggestions for Follow-Up/Variations

1. Each student may ask one other person, outside the class, to complete the survey. The class sampling should include a wide range of ages and occupations, and both males and females. The results can then be tabulated and conclusions drawn.

2. Students may interview teachers in industrial arts, home economics, and physical education to find out their thinking about having separate-sex classes in these courses.

3. Students' own attitudes about "proper" behavior for males and females can be discussed.

4. Students can keep a daily log, in and out of class, that records sexist attitudes, situations, and values as exemplified by teachers, peers, parents, clubs, etc.

WHO DOES WHAT/WHERE?

Stereotypes abound in our society. They exist in all of us and in every major area of our lives. To get a rough idea of how extensive sex-role stereotyping is, jot down your answers to the following survey leads.

In Your School

1. Classes usually taken by males are: _____

2. Classes usually taken by females are: _____

3. Classes or subjects usually taught by male teachers are: _____

4. Classes or subjects usually taught by female teachers are: _____

5. In yearbook, club, or other group photos, who is usually smiling and who is usually serious--males or females? _____

6. In school contests and elections, what offices, roles, or positions do male and female students usually hold? _____

7. What sports are offered to females? _____

8. Is the same amount of money spent on physical education and sports for both males and females? _____

_____

9. Do coaches for girls' teams get additional wages? _____

10. Fiction that is read in your English class usually indicates the main character to be _____ (male or female).

11. Textbooks in your school usually discuss the achievements and outcomes of _____

_____ (men, women, or a balance of both).

In Your Home

1. With regard to the following tasks, check (√) who does what:

	Males	Females
a. Cooking	_____	_____
b. Cleaning	_____	_____
c. Shopping	_____	_____
d. Gift buying	_____	_____
e. Making dentist/doctor appointments	_____	_____
f. Bill paying	_____	_____
g. Car maintenance	_____	_____
h. Property maintenance	_____	_____
i. Child care	_____	_____
j. Laundry	_____	_____

2. Do your parents work outside the home? _____

3. What are the hobbies or interests of the females in your home?

_____

_____

4. What are the hobbies or interests of the males in your home?

_____

_____

In the Church

1. Check (√) who usually holds these positions:

	Males	Females
a. Minister/preacher/rabbi/priest	_____	_____
b. Council/vestry (the governing body)	_____	_____
c. Choir director	_____	_____
d. Organist	_____	_____
e. Sunday school teachers for these classes:		
(1) Nursery	_____	_____
(2) Primary	_____	_____
(3) Intermediate	_____	_____
(4) Junior high	_____	_____
(5) Senior high	_____	_____
(6) College age/young adult	_____	_____
(7) Adult	_____	_____
f. Membership committee	_____	_____
g. Fund raising/special projects	_____	_____

In the Work World

1. What jobs are usually held by women? _____

_____

_____

2. What jobs are usually held by men? _____

_____

_____

3. How many jobs can you name that have a balance of men and women employed in them?

_____

_____

_____

_____

Everyday Episodes

ACTIVITY 2

Concept

Sex-role stereotyping is so pervasive in society that incidents of it occur daily and usually pass unnoticed. One example of this can be found in our daily conversations and routines.

Description of Activity

Students will be introduced to the definition of the phrase sex-role stereotyping and will then learn to discern the subtle, implied messages about sex-role differentiations that are present in everyday conversation and activities.

Overall Goal

Students will become aware of the presence of sex-role-biased perceptions, both subtle and not so subtle, and of the extent to which they pervade our society.

Materials Needed

Chalkboard and chalk; "Everyday Sayings" (list of sayings follows); for the optional role play, two copies of "An Everyday Conversation" (script follows).

Instructions for Conducting the Activity

First, read the instructions and script for the optional role play and determine whether or not, and at what point, you want to use it. If you decide not to use the role play, continue with the instructions for the main activity, as outlined on the next page.

Main Activity

Ask the students if anyone among them can define the phrase sex-role stereotyping and give an example of what it means. If you receive definitions, work with them until you can get a class consensus close to the definition that follows. If you cannot find someone to define the phrase, use the following definition:

> Sex-role stereotyping refers to the unfair generalizations (judgments) that are made on the basis of sex alone.

When you have written the definition of sex-role stereotyping on the board, explain to the class that you are going to read examples of everyday occurrences and common sayings that are sex-role stereotyped. Then read examples from the column of "Everyday Sayings" entitled Phrase or Episode. Ask the class members to analyze what explicit or implicit message makes the phrase or episode sex-role stereotyped. If the class cannot determine the answer, read the answer from the Analysis column to the students. At first, you may have some difficulty eliciting the correct analyses, but after a while all class members should begin thinking about and analyzing the statements.

Outcome Objectives

Short-term behavior objective:

- Students will be able to list or state specific examples of sex-role-stereotyped incidents or expressions and explain, to the satisfaction of the instructor, the bias implied.

Long-term attitudinal objective:

- When students hear or witness examples of sex-biased behaviors and statements, they will (ideally) recognize the bias and point out the implications for the individuals involved.

Suggestions for Follow-Up/Variations

1. Have the students construct their own list of sex-role-stereotyped behaviors and their implications. To do this, students can observe a specific situation (a pep rally, a television show, a movie) and list the sex-role behaviors and their stereotypic implications.

2. Use the optional role play to stage a sex-role-stereotyped situation.

EVERYDAY SAYINGS

Phrase or Episode	Analysis
1. "You're really smart for a girl."	Implies that intelligence is linked to sex and that girls are intellectually inferior.
2. "Big boys don't cry."	Implies that crying is not a masculine act and that girls (both little and grown-up) and little boys are the only ones who are allowed to express emotion.
3. "You're really strong for a girl."	Implies that strength is sex-linked (and at times, biologically, it may be); further implies that all girls (women) generally are weak.
4. To a little boy: "You're acting just like a little girl."	Implies to a small boy that "acting like a girl" is wrong and not the masculine thing to do.
5. "She makes good money for a woman."	Implies that it is very unusual for a woman to receive a high salary or a salary equal to a man's; further implies that as a woman, she shouldn't be earning a substantial salary or that she is not competent enough to do so.
6. "Typical woman driver."	Implies that only men are competent or good drivers and that women generally are the ones who make driving mistakes.
7. "You've come a long way, baby."	Although women have made headway toward obtaining equal rights, the use of the term baby implies a certain dependency associated with young children; it also implies that men have somehow allowed women to seek new roles.
8. "You're the man--decide."	Implies that decisions are to be made only by men, that men are responsible for the decision-making process and that women are not good decision makers.

Phrase or Episode	Analysis
9. "A man's home is his castle."	Implies that a man "rules" in his home and has a right to expect his wife and children to be obliging and dutiful at all times.
10. A famous moviemaker, commenting on feminism: "Men would do almost anything to suit the temporary insanity that women are going through right now."	Implies that the women's movement for rights equal to those of men is a fad and is not to be taken seriously by men.
11. "She doesn't look like your typical smart girl--she's really pretty."	Implies that intelligent girls (or women) cannot be pretty.
12. "Is the man of the house there?"	Implies that only a male can be the head of the household, i.e., the decision maker.

AN EVERYDAY CONVERSATION

(Optional Role Play)

Instructions

You may use this role play as either a lead-in activity or a follow-up activity.

1. If you use it as a lead-in activity, tell the class that you and your colleague are going to present a conversational situation and you want the students to listen for stereotyped sayings and clichés about men and women. Ask students to jot down on a piece of scratch paper each phrase they identify as stereotyped, and tell them you will discuss their answers after the role play. Then, when the role play has been presented and the students have responded, move to the main activity, described on page 8.

2. As a follow-up activity, use this role play after you have done the main activity to determine how many of the clichés students can identify once they have been exposed to examples of sex-biased statements.

In either case, the role play should take no more than 15 minutes of class time.

The script for "An Everyday Conversation" is to be used as a demonstration role play in connection with the main activity. Its purpose is to provide students with the opportunity to observe a "normal" conversation that includes a variety of "everyday" sex-role stereotypes. This conversation should act as a stimulus to aid students in their formulation of a definition of sex-role stereotyping.

It is recommended that the demonstration role play be conducted (a) by two adults or (b) with the aid of a student from outside the class, preferably a student from the drama club who can "ham up" the activity enough to make it look realistic. It is further recommended that this role play be rehearsed several times before its presentation to the class in order to make it as smooth and as natural sounding as possible.

Script

Setting: The setting is any place where two adults would have a chatty, gossipy conversation, such as the supermarket, a backyard patio, or a cafeteria during a lunch break at work. The two people in this role play are obviously friends and are spending time together covering some of the day's events in their small community.

Person One: I'll tell you, things sure aren't the same over at the steel mill these days.

Person Two: Oh, yeah? How's that?

Person One: Well, last night I was over at the bar with a bunch of the [girls/boys] from the central office, and they got to talking about all the changes that are going on over at the plant. Most of it's because of that new personnel vice president, Alice Keefer. I know she's really smart for a girl, but whoever thought she'd get that job? Changes are occurring all over the plant, and some people are pretty upset.

Person Two: Yeah, I can remember when they fired the last vice president during the financial scandal. They showed it on the evening news. I thought it was disgusting! There was a full-grown man like that, crying, right there in front of all those newscasters for the whole world to see! No wonder they fired him! Serves him right for acting like that.

Person One: Yeah, isn't that the truth? He was acting just like your typical hysterical woman. But that woman Keefer sure made good on his bad luck. With her new position as vice president, she sure makes good money for a woman.

Person Two: Have you ever seen her picture? She's [gorgeous/beautiful]! And I hear she even has some kind of advanced degree. Well, I'm here to tell you she sure doesn't look like your typical smart girl--she's really [sexy/pretty].

Person One: I don't think all this fanfare about hiring a woman vice president will last long. It's the first time in the history of the company that anyone was given a welcome-on-board party when the newspapers and television were invited. I hear they gave her a big cake decorated with "You've come a long way, baby."

Person Two: Yeah, wasn't that ridiculous! The steel business is a man's world, and it always will be. After the fanfare settles down, I'm sure the men on the Board will set things straight. Right now, with all this feminism pressure, they have to do almost anything to suit the temporary craziness that women are going through. It keeps the law off their backs.

Person One: Well, I have to go. My [wife/spouse/husband] and I are meeting with an insurance agent to sign some papers. These agents won't sell insurance anymore unless the [little woman/old man] is home. Anyway, I still rule the roost and my [wife/spouse/husband] wants me to decide the size of the policy. See you later.

Person Two: Bye. Let's get together again for lunch tomorrow--what do you say?

Person One: I'd like that. Bye!

T.V. - A Mirror of Reality

ACTIVITY 3

Concept

Television programs contribute to sex-role stereotyping.

Description of Activity

Research teams of four to six students each will be assigned one weeknight of TV watching to observe and analyze instances of sex-role stereotyping.

Overall Goal

Students will become aware of how television contributes to the stereotyped roles of men and women.

Materials Needed

Access to a television set at home (several students may gather at one home); for each student, four or five copies of the "TV Scorecard" (scorecard follows); chalkboard and chalk.

Instructions for Conducting the Activity

Note: Assignment for this activity should be made in the early days of Module 1. The research teams of students will report their findings after Module 1 is under way.

1. Divide the class into research teams of four to six students each. Assign to each team one weeknight of TV watching.

2. Have each student complete a "TV Scorecard" for each show watched during the assigned night of viewing.

3. On the day designated for reporting and wrapping up, have each team summarize for the rest of the class its findings in terms of physical descriptions, emotional characteristics, personality, and mannerisms for the male and female characters.

4. As each research team reports, use the chalkboard to synthesize the nightly summaries and then discuss them with the students.

5. Ask students to discuss what television says about male and female roles. The following questions may serve as guides:

   a. How many men are shown in a demeaning role? How many women? What determines whether a role is demeaning?

   b. Who are usually the decision makers--men or women?

   c. What are the males' strengths and weaknesses?

   d. What are the females' strengths and weaknesses?

   e. How does television mirror reality in terms of male and female roles? Are most people in the real world like these characters?

6. Finally, ask the students to construct the typical TV male and female characters for a fictitious show.

Outcome Objectives

- Students will be able to list and describe, orally and in writing, characteristics of stereotyped portrayals of males and females in television programs.

- Students will be able to point out to other individuals examples of stereotypic TV characters.

- Students will be able to list, to the satisfaction of the teacher, the reasons why stereotypic TV characters are or are not satisfactory role models for real people.

- Eventually, students will be able to discuss, orally and in writing, how stereotypes of masculinity and femininity restrict the development of personality and may limit their own career plans.

Suggestions for Follow-Up/Variations

1. Have students create a collage or montage of what television (i.e., society) considers to be the ideal woman and/or the ideal man. Included should be physical descriptions, emotional characteristics, personality, and mannerisms.

2. Have students create a collage or montage about the ideal boy and/or the ideal girl in high school.

TV SCORECARD

Instructions: As you watch each show, complete one scorecard.

Name of show: _____

	Male	Female
Characters in show:		
Leading roles:		
Physical descriptions:		
Emotional characteristics:		
Personality:		
Mannerisms:		

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ACTIVITY 4

Concept

Many traditional beliefs about women and work are actually myths that do not hold true upon close examination.

Description of Activity

Students will examine, support, and clarify their own beliefs regarding women and work by examining statistical data about women in the labor force.

Overall Goal

Students will become acquainted with myths and realities about women and work.

Materials Needed

Copies of "Where Do I Stand on These Issues?" (task sheet follows); copies of "Old Myths and New Realities" (fact sheet follows); chalkboard and chalk.

Instructions for Conducting the Activity

As a lead-in to the discussion of women and work, read the following fantasy aloud to students. By providing students with a fantasy situation with which they can easily identify, you will help them begin to explore their attitudes about women and work. Tell them that you are going to ask them to participate in an imaginary float-building project, and that as you describe the events, you will be asking them some questions to which they should jot down their answers on a piece of scratch paper. Be sure to stress that this is not a test and that there are no right or wrong answers. (Note: The questions you will be asking stand out in capital letters in the narrative that follows.)

BUILDING A FLOAT

(A Fantasy)

This class has gathered in the gymnasium today because we have been selected to work on a design for a school float to be entered in the Rose Bowl Parade. We will have the help of competent designers and builders, but the work will be long and hard. The project is exciting because it means that we will have a chance to go to the parade for free. But it also means working long, hard hours, and we must all do our fair share. The reason members of our class have been chosen to work on the float is that one person from our school submitted an award-winning design. IS THIS PERSON A MALE OR A FEMALE?

The team supervising the float is made up of a man and a woman. Some students do not want to work with the supervisor to whom they have been assigned and are asking to be switched. WHICH SUPERVISOR DO YOU THINK MOST STUDENTS WANT TO WORK WITH--THE MALE OR THE FEMALE?

Now the float supervisors are beginning to ask for volunteers from our group. There are many activities. People are needed to build, to paint, and to do fine-detail work. A number of the members of the class are beginning to volunteer for various kinds of work. Several students say they don't know how to work with tools and are afraid they will make a bad mistake. ARE THESE STUDENTS MALE OR FEMALE?

Now the float is beginning to take shape, and many of us believe that it can win a prize in the Rose Bowl Parade. Excitement builds, but there are some delays and problems. Some students are unhappy with the jobs they have been assigned and claim that they have been given more work than others. DO YOU THINK THESE STUDENTS ARE MALE OR FEMALE?

Other students are willing to assist and occasionally do clean-up work around the gym, but they won't take responsibility for a major task. ARE THESE STUDENTS MALE OR FEMALE?

Some students who have been trained to do jobs don't show up, call in sick a lot, take frequent breaks, or generally waste a lot of time. ARE THESE STUDENTS MALE OR FEMALE?

One or two students in our group become very angry and accuse others of not taking their jobs seriously or of not shouldering their fair share of the load. Imagine the students who speak in loud and angry tones. ARE THEY MALE OR FEMALE?

Now one of the supervisors gets things calmed down. WHICH SUPERVISOR DO YOU THINK GOT THINGS CALMED DOWN--THE MALE OR THE FEMALE?

Once the personality problems have been solved, the float is built and the final touches are completed in preparation for the parade. It is late in the evening and we are all tired, but we are very pleased with our float.

Now return to the present and begin a discussion of the activity by asking students to share their answers with one another, giving reasons for their opinions. Try to limit the discussion to no more than 15 minutes. Then move to the main activity by telling students that the kinds of situations they thought about during the fantasy are similar to those that arise when men and women are working together. Tell them that they are now going to look more closely at their own opinions and beliefs in order to test their reality.

Main Activity[1]

1. Distribute copies of "Where Do I Stand on These Issues?" and point out to students that the task sheet lists nine statements about women and work. Instruct students to read each statement and indicate their own feelings about each issue by circling the response closest to their own position.

2. Divide the class into groups of four or five, with one member of each group serving as monitor for the group. Instruct students to use the Rogerian Listening Method[2] as follows: The first student in each group will state his or her position on an issue, and each student thereafter who offers a point of view must first summarize or restate the previous speaker's statement. This method requires students to listen carefully to what is being said, rather than prepare a response at the expense of not hearing different points of view. It also allows each speaker to feel that his or her statement has been truly understood. The monitor's role is to ensure that this process takes place.

   Tell students to follow this procedure for each issue, or until time is called (or you see that the groups are losing interest).

3. Next, hand out copies of "Old Myths and New Realities" and ask students to read the fact sheet. Encourage them to return to the "Where Do I Stand on These Issues?" task sheet and to write 0 on any of the scales they choose, to represent a changed feeling about a particular statement.

4. If time allows, it would be appropriate at this point for you to discuss the term myths, how myths affect our thinking, and possibly how myths develop.

---

[1]If the main activity seems too lengthy for the class period, you may omit Step 4 or use it as a follow-up activity as time allows.

[2]From Sidney G. Simon, Leland W. Howe, and Howard Kirschenbaum, Values Clarification: A Handbook of Practical Strategies for Teachers and Students (New York: Hart Publishing Company, 1972).

5. Finally, wrap up the session by asking students to complete "I learned . . ."* statements, as follows. Write on the chalkboard a series of incomplete phrases, for example:

   "I learned . . ."

   "I realized . . ."

   "I relearned . . ."

   "I noticed . . ."

   "I discovered . . ."

   "I was surprised . . ."

   "I was pleased . . ."

   "I was displeased . . ."

   Ask students to complete a few of these statements by jotting down their responses on a piece of scratch paper and then sharing their statements with the class. Begin by completing one of the statements yourself aloud to the class, and encourage students to follow with their own statements.

Outcome Objectives

- Students will be able to identify myths about women and work.
- Students will be able to refute a myth publicly by stating an appropriate fact.
- Over a period of time, students will be able to detect what appears to be a myth about women and work and will request substantiation with facts.
- In time, students will be able to discuss, orally and in writing, how myths can affect their own career plans.

Suggestions for Follow-Up/Variations

1. Some of these issues may be considered so heated that students might profit from researching a particular topic and holding a debate.
2. Personnel directors from area businesses and industries might be invited to speak to students regarding such issues as Numbers 3, 4, 7, and 9 on the "Where Do I Stand on These Issues?" task sheet.
3. Students might use the task sheet to survey teachers and classmates, publish the results in the school paper, and include the factual information as backup.

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*From Simon et al., Values Clarification.

WHERE DO I STAND ON THESE ISSUES?

Instructions: Circle the response closest to your own feelings about each of the following issues.

1. A woman's place is in the home.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

2. Women aren't seriously attached to the labor force; they work only for extra pocket money.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

3. Women are out ill more than male workers; they cost the company more.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

4. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

5. Married women who work take jobs away from men; in fact, they ought to quit those jobs they now hold.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

7. Women don't want responsibility on the job; they don't want promotions or job changes that add to their load.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

8. The employment of mothers leads to juvenile delinquency.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

9. Men don't like to work for women supervisors.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

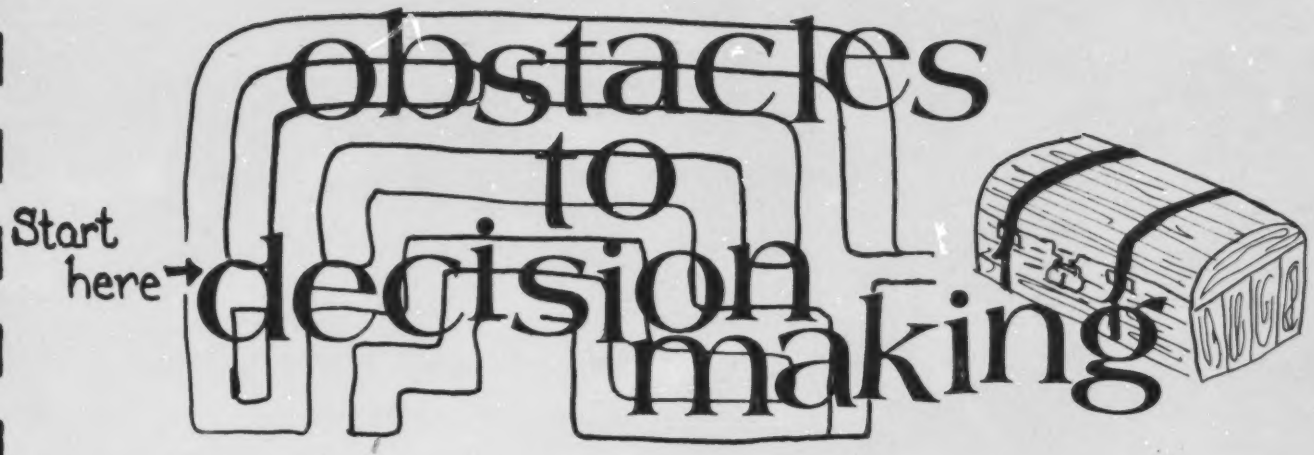
OLD MYTHS AND NEW REALITIES*

The Myth	The Reality
1. A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home. Today more than half (53 percent as of September 1982) of all women aged 16 and over are in the labor force, where they are making a substantial contribution to the nation's economy. Studies show that nine out of ten females will work outside the home at some time in their lives. The 1970s represented a period of significant social change for women in the United States, and this change was perhaps most evident in the world of work. The proportion of women of working age (16 and over) who were in the civilian labor force rose from 43 percent in 1970 to 51 percent in 1979. An average of nearly a million women a year joined the labor force between 1970 and 1979, when 43.4 million women made up 42 percent of the nation's total labor force.
2. Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 47 million women in the labor force in 1981, more than half were working because of economic need. They had to support themselves; were widowed, divorced, or separated; or had husbands whose income was insufficient to support the family.
3. Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men. Moreover,

*The information in this section has been compiled and adapted from a number of publications of the U.S. Department of Labor, Bureau of Labor Statistics; The Women's Bureau; Employment Standards Administration. The publications consulted were Job Options for Women in the 80s; Employment Earnings (March 1982); The Myth and the Reality; Length of Working Life for Men and Women, 1970; Monthly Labor Review (March 1982).

The Myth	The Reality
	women sometimes stay out because of illnesses of others and this accounts for the somewhat higher rate.
4. Women don't work as long or as regularly as their male co-workers; their training is costly--and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 27.7 years, as compared with 38.5 years for the average male worker. The single woman averages 45 years in the labor force. Studies on labor turnover indicate that net differences for men and women are generally small. For example, in manufacturing industries, figures from as far back as 1968 show that the rates of accession per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2. More current data indicate that separation rates are much lower now among women under age 30, reflecting both less childbearing and the tendency for women with young children to continue working. The mean age of all exits from the work force (through death or by voluntary separation) is now 38.7 years for men and 33.9 years for women, according to the new estimates made by the U.S. Department of Labor.
5. Married women who work take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 25 million married women (husbands present) in the labor force in March 1982; the number of unemployed men was 5.6 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 19.4 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

The Myth	The Reality
6. Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
7. Women don't want responsibility on the job; they don't want promotions or job changes that add to their load.	Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1981, 7.3 million women held professional and technical jobs; another 3.1 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
8. The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered in seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor. These studies indicate that it is the quality of a mother's care, rather than the time consumed in such care, which is of major significance.
9. Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman. In one study in which at least 75 percent of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.



ACTIVITY 5

Concept

Both external and internal factors may affect students' career decisions.

Description of Activity

Students will consider some of their career goals and examine some of the internal and external factors that influence those goals.

Overall Goal

Students will become familiar with some of the obstacles they may encounter in their career planning.

Materials Needed

Chalkboard and chalk; paper and pencils; for optional Part Two of activity, copies of "Goal Digging" (task sheet follows); for suggested follow-up activity, copies of "But What Will Others Say?" (task sheet follows).

Instructions for Conducting the Activity

The activity below is presented in two parts. Part One is an introductory activity and Part Two is a more extensive activity. If time permits and students' interest is maintained, you might conduct both parts, although not necessarily on the same day (you might do Part One on one day and Part Two on the next). Otherwise, choose either Part One or Part Two.

Part One

1. Ask students to write down the name of a person they'd most like to be, if they could be anyone but themselves. Tell them the person they choose can be from real life, a character from fiction, a historical figure, etc.

2. Next, direct the students to write down the name of someone they would least like to be (but not anyone locally), and finally, the name of someone who is most like themselves.

3. Now ask students to separate into groups of three to five members each and to share their lists with other members of the group, explaining their selections.

4. After the groups have discussed their choices, ask students the following questions. You might pause to give students the opportunity to consider their responses silently or you might quickly solicit some verbal responses.

   a. Were your choices males or females?
   b. Would your list have been different two years ago?
   c. Do you think your list will be the same two years from now?
   d. Would your best friend be able to guess the names on your list?

5. Close this initial activity by commenting that the values and goals of those people the students selected may well be similar to the students' own goals and values; conversely, the values and goals of the persons they rejected (i.e., did not want to be like) may well be those that are not attractive to the students.

Part Two

1. Write one or both of the following quotes on the chalkboard and explain that the class will now examine some career goals and the factors that may influence them.

   a. "If you don't know what you want, you'll probably never get it."
   b. "If you don't know where you're going, you'll probably end up somewhere else."

2. After soliciting some illustrations of the ideas quoted, ask each student to list on a piece of paper some of her or his personal aims or goals and to indicate with a check mark (√) whether or not those goals have been attained.

3. Now distribute the "Goal Digging" task sheet and direct the students to read the introduction and the lists of common barriers. Then have students complete the items on the task sheet.

4. After the students have completed their inventory of what they do well and what they do poorly and have listed their immediate and future goals, initiate a discussion using these questions:

   a. As you examine your goals and your strengths and weaknesses, do you feel that you are taking advantage of some of your strengths?

   b. Do you think some of your weaknesses may become obstacles to attaining your goals?

   c. What kinds of strengths did you list? Did you have difficulty identifying those strengths? If so, why?

   d. How can our stereotypes of masculinity and femininity restrict our decision-making abilities?

   e. How has your upbringing taught you to want certain goals and to restrict other behaviors?

5. Finally, direct the students to write on the task sheet at least one goal statement regarding their career plans that they would like to have happen in one year and in seven years. After each statement, the students should respond to the following questions:

   a. What are some specific steps you can take to achieve this goal?

   b. When do you plan to attain this goal?

   c. How realistic is this goal?

Outcome Objectives

- Students will be able to identify, orally and in writing, some personal strengths and weaknesses as they relate to career plans.
- Students will be able to state, orally and in writing, at least one goal regarding their career plans that they would like to have happen in one year and in seven years.
- Eventually, students will be able to identify and describe how other people, including parents and friends, influence their career goals.
- In time, students will be able to discuss, orally and in writing, how stereotypes of masculinity and femininity can restrict decision-making abilities, and will be able to cite examples.
- Students will ultimately be able to discuss, orally and in writing, how cultural values restrict their goals.

Suggestions for Follow-Up/Variations

1. It is also helpful to alert students to how other people may influence their goals. The task sheet "But What Will Others Say?" can be assigned to record some of this information. After the students have had an opportunity to collect the information in accordance with the instructions on the task sheet, raise these questions for discussion:

   a. Are there any differences in the rankings on your task sheet? Why or why not?

   b. If there are differences, how can you deal with some of them?

2. Students can benefit from becoming aware of the degree to which they are proud of their beliefs and actions regarding their goals. Therefore, you might ask the students to consider something they have done, and of which they are proud, toward attaining a goal. As you call upon students, encourage them to respond with the words, "I'm proud of . . ." or "I'm proud that . . ." (Note: Any student can pass if he or she chooses to do so.)

   Starters for this activity might be some of the following actions, which you could write on the board for easy viewing:*

   a. Any new skill you have learned within the last month or year.

   b. A decision you made that required considerable thought.

   c. The completion of a task that was very difficult but that you stuck with.

   d. Some family tradition you are particularly proud of.

   e. A time when you said something when it would have been easier to remain silent.

   f. A time when you were silent when it would have been easier to say something.

   g. A habit you worked hard to overcome.

   h. Anything you did to resist conformity.

   i. Anything you did to conform when everyone around you was resisting conformity.

   j. A conversation recently in which you held nothing back, but told exactly "where you were coming from."

---

*From Sidney G. Simon, Leland W. Howe, and Howard Kirschenbaum, Values Clarification: A Handbook of Practical Strategies for Teachers and Students (New York: Hart Publishing Company, 1972).

GOAL DIGGING

Numerous factors influence a person's career decisions. The factors may be internal as well as external, and sometimes they become barriers that prevent the attainment of desired goals. Below are some common barriers.

Common Barriers

Internal (Personal drawbacks)	External (Obstacles outside self)
Aptitudes or abilities	Race and/or sex discrimination
Physical strength	Educational opportunities
Personality	Financial needs
Personal attitudes	Educational background
Prejudices	Family responsibilities
Lack of knowledge	Society's attitudes

What Do You Do Well?

List your strengths. Be fair to yourself and list those things you do well.

_____

_____

_____

_____

_____

_____

What Do You Do Poorly?

List your personal shortcomings or things you do poorly. Are these shortcomings that worry you?

_____

_____

_____

_____

_____

_____

What Do You Want to Happen Next Year?

What Do You Want to Happen in Seven Years?

Think in terms of what you enjoy doing and what's important to you.

BUT WHAT WILL OTHERS SAY?

When a young man announced he wanted to become a kindergarten teacher, his friends reacted negatively. Likewise, when a young woman said she was going to follow her brothers into the coal mines, her family and friends tried to talk her out of it.

Situations like these do happen. What about <u>your</u> goals? What would other people say about them? In the activity below, list your goals and, using a scale of 1 to 5 (1 being most important and 5 being least important), rank them in order of importance to you.

When you have finished ranking your goals, find out what other people would say about them. Select two friends and a member of your family to complete this activity. Read your goals to them (do not first let them see your own rankings) and ask them to rank the goals in order of importance.

My Goals:	My ranking	A friend's ranking	Another friend's ranking	A member of my family's ranking

Being Male: Responsibility, Bond, or Privilege

ACTIVITY 6

Concept

Male roles are influenced by male stereotypes.

Description of Activity

Students will examine some of the traditional behaviors and expectations of males.

Overall Goal

Students will become acquainted with the concept that there are male sex-role stereotypes.

Materials Needed

Copies of "Free to Choose?" (task sheet follows); poster or overhead transparency equipment; chalkboard and chalk.

Instructions for Conducting the Activity

1. Distribute the "Free to Choose?" task sheet and point out to students that it lists 20 activities. Instruct students to read each activity and to indicate their own feelings about males being involved in the activities by circling the response closest to their own position.

2. When the group is finished, ask for a show of hands. Ask, "How many have 12 or more responses under Agree somewhat?" "How many have 15 or more responses under Disagree somewhat?" "How many have 15 or more responses under Strongly disagree?"

3. Now guide a discussion focusing on these questions:

   a. Are males free to choose any activity? What do our answers tell us about how free males really are?

   b. Are males as limited as females in what they are encouraged to do?

   c. What activities seem to be the most acceptable behaviors for males? Why?

   d. What activities seem to be the least acceptable behaviors for males? Why?

4. In order to help the students examine what the world at large says about appropriate male behaviors and cultural expectations, put the following quotes on a series of overhead transparencies or list them on a poster that is temporarily shielded from view:

   a. "It's a man's world."

   b. "Nice guys finish last."

   c. "Act like a man."

   d. "It's a dog-eat-dog world."

   e. "Only the strong survive."

   f. "Every man for himself."

   g. "Are you a man or a mouse?"

   Reveal the quotes one by one, asking the students what the quotes say about proper male behavior and cultural expectations. When all the quotes have been revealed and discussed, encourage the class to come up with additional quotes.

   To facilitate the discussion, divide the chalkboard into two sections. Write at the top of the first section "What Males Seek," and encourage students to think of words that indicate what males seek according to these quotes. You (or a student) should record the students' responses under this first section. Then write at the top of the second section "What Males Resist," and, again, have the students brainstorm words that illustrate what the quotes suggest males resist. These words should also be recorded on the board.

5. Conclude this part of the activity with a discussion centering on these questions:

   a. To what extent are males free in their choices of behavior and cultural expectations?

b. According to a conventional point of view, what careers would be considered somewhat unacceptable for males? What roles might be considered unacceptable?

c. What kind of support is available for males who want to break away from traditional careers and/or roles?

6. Finally, instruct students to do the following exercise. First, ask students to form groups composed of males only and of females only, six to eight students in each group. Direct the groups to sit in circles, each group of males forming an inner circle and each group of females forming an outer circle that surrounds a group of males.

   Next, choose one of the following topics for the males to discuss in their groups:

   a. What they like about being male

   b. What they don't like about being male

   c. What they like about females

   d. What they don't like about females

   Instruct the females that each is to observe the verbal and nonverbal communication of one of the males during the ensuing discussion. Emphasize that the choice of which male to observe should be made silently, and that no female is allowed to speak while the males are talking. Have the males then begin their discussion.

   When the males are through, ask each female to describe the verbal and nonverbal communication she observed on the part of a male. Emphasize that the males are not allowed to speak while the females are discussing them.

   Now, reverse positions, having the females sit in the inner circles and the males in the outer circles. Instruct students to repeat the exercise, reversing their roles.

   Conclude the exercise with a general discussion of how students felt and what their reactions and concerns were in each role.

Outcome Objectives

- Students will be able to identify from a list of activities those items which are stereotypic male behaviors.
- Students will be able to satisfy the teacher with examples of male stereotypic clichés.
- In time, students will be able to identify examples of male sex-role stereotyping in any given situation.

- Students will ultimately be able to discuss, orally and in writing, how male roles are limited by stereotypes.

- Eventually, students will become more sensitive to sex-role stereotyping. Some of the males will exhibit behaviors that are less stereotyped, and some of the females will exhibit behavior that is more understanding of male roles.

Suggestions for Follow-Up/Variations

1. Have students keep a daily list of ways males benefit from being male. Have them include the negative as well as the positive aspects of being male. Discuss the lists the following week and periodically thereafter.

2. The students might also collect verbal expressions, clichés, or sayings that illustrate traditional views of men. The final list could be used to prepare a skit.

3. Have students collect and discuss how magazine and television ads promote the macho male image.

FREE TO CHOOSE?

Instructions: Circle the response closest to your own feelings about each of the following actions. In your opinion, it is appropriate for a male to:

1. Cook breakfast.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

2. Knit a sweater or scarf.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

3. Sew on a button.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

4. Wash dishes.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

5. Do housework.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

6. Wear a dress in a play.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

7. Cry.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

8. Touch and show affection to friends.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

9. Kiss his father.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

10. Baby-sit.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

11. Back out of a fight.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

12. Carry a purse.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

13. Complain about being hurt or sick.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

14. Wrap a birthday present for his grandmother.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

15. Tell someone he was nervous and afraid about a test, a game, or a date.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

16. Ask a female to pay her own way on a date.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

17. Date a female who's the smartest person in the class.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

18. Announce openly to a group that he doesn't want to be a leader and will willingly let someone else be in charge.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

19. Try out for cheerleader.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

---

20. Take dancing lessons.

Strongly agree Agree somewhat Disagree somewhat Strongly disagree

ACTIVITY 7

Concept

Multiple factors affect the career decisions and choices of individuals. Many of these decisions are influenced by traditional societal expectations of male and female sex roles.

Description of Activity

After reading a description of a situation, the students will role play the situation and decide its outcome.

Overall Goal

Students will become aware that many factors affect career decisions and goals.

Materials Needed

Copies of "To Move or Not to Move" (role play follows).

Instructions for Conducting the Activity

1. Divide the class into groups of eight to twelve persons each, and hand out a copy of the role play to each group. Discuss the role play briefly with each group, and ask students if they have any questions.

2. Have each group select a leader for discussion of the role play within the group. The members of each group should decide how they will approach the role play, who will play the roles (the actors), and how they will play the roles.

3. Now have the groups take turns performing the role play while the rest of the class watches. Limit each interpretation to five minutes per group.

4. Follow each interpretation of the role play with a short discussion, using these questions:

   a. How did this group decide to interpret the roles?

   b. How were the decisions or outcomes of the role play approached? (For example, did the male make the final decision? Was he dominant? Was the female acting "typically female," or was she more a feminist? Were the careers and roles portrayed as traditional or nontraditional? Were they sex-role stereotyped?

   c. What factors influenced the Adams's decision? How did those factors influence the decision?

Outcome Objectives

Short-term behavioral objective:

- The student will be able to list several internal and external factors (such as the attitudes of family and friends) that affect career decisions and choices.

Long-term attitudinal objective:

- The student will be aware that multiple factors influence career decisions and choices, and that these factors need to be carefully analyzed in an objective fashion when a person makes career decisions.

Suggestions for Follow-Up/Variations

Have the groups act out the same role play using a different approach. Compare the two versions. You might even try sex-role reversal--have a male student play the wife and a female student play the husband--and ask the students to analyze their feelings.

TO MOVE OR NOT TO MOVE

Instructions: Role play the following story and finish it--what do the Adamses decide and why?

The Adamses are each working in very different careers that give them much satisfaction and opportunity for personal growth. They have been established in their neighborhood for seven years, and both their children were born there. Their two children attend the local elementary school and are well adjusted to their friends and schoolmates.

Joanelle Adams has just been offered a promotion at a branch of the company for which she works. The promotion would greatly advance her career. However, the branch is located in another city. Taking the promotion would mean an increase in salary for her, but on the other hand, her husband would have to start all over, in the sense that a branch of his company is not located in that city. Although two companies in related fields are located in that city, at present there are no job openings for Mr. Adams.

The children begin to cry at the first mention of a possible move.

Who Does What At Home?

ACTIVITY 8

Concept

When both individuals in a marriage work outside the home, normal household patterns and life-styles may change.

Description of Activity

After reading a description of a situation, the students will role play the situation to determine how various household tasks should be divided, assigned, and arranged when both partners in a marriage work outside the home.

Overall Goal

In attempting to organize or structure the family life in the role-play situation, students will become aware of how personal sex-role expectations can affect individual life-styles.

Materials Needed

Copies of "Who Does What at Home?" (role play follows); chalkboard and chalk.

Instructions for Conducting the Activity

1. Copy the list of tasks from the role play onto the chalkboard.

2. Divide the class into groups of eight to twelve persons each and hand out a copy of the role play to each group. Discuss the situation briefly with each group, and ask students if they have any questions.

3. Have each group select a leader for discussion of the role play within the group; group members should decide how they will approach the situation, who will play the roles (the actors), how they will play the roles, and how the actors will assign each household task.

4. Now have the groups take turns performing the role play, while the rest of the class watches. As each group role plays the situation, use the list on the chalkboard to keep track of which tasks are assigned to the male family member(s), which to the female family member(s) (child or adult), and which to the family as a family project. Also keep track of which tasks are seen as traditional and which as nontraditional (symbols, such as M for male, F for female, FAM for family, T for traditional, and NT for nontraditional, may be used).

5. After each group has had the opportunity to interpret the situation, initiate a discussion, using the list of tasks as tabulated on the chalkboard and covering the following points:

   a. How did each group decide to interpret the situation?

   b. How did each group approach the tasks in the situation? For example, did the male make the final decision? Was he dominant? Did the female act in "typically female" fashion, or was she more a feminist? Were the tasks assigned based on sex-role expectations and sex-role stereotyping?

   c. How does sex-role stereotyping of family roles affect career choices and decisions?

Outcome Objectives

Short-term behavioral objective:

- The student will be able to identify several sex-role expectations that can affect family life-style.

Long-term attitudinal objective:

- The student will be aware that sex-role stereotyping of both family and occupational roles can affect career and life decisions and choices.

Suggestions for Follow-Up/Variations

1. Students may add other tasks to the list and discuss why the tasks were added.

2. The class as a whole may integrate each group interpretation of the situation and come up with one final interpretation.

WHO DOES WHAT AT HOME?

Instructions: Read over the following situation and role play your responses to the questions.

Situation

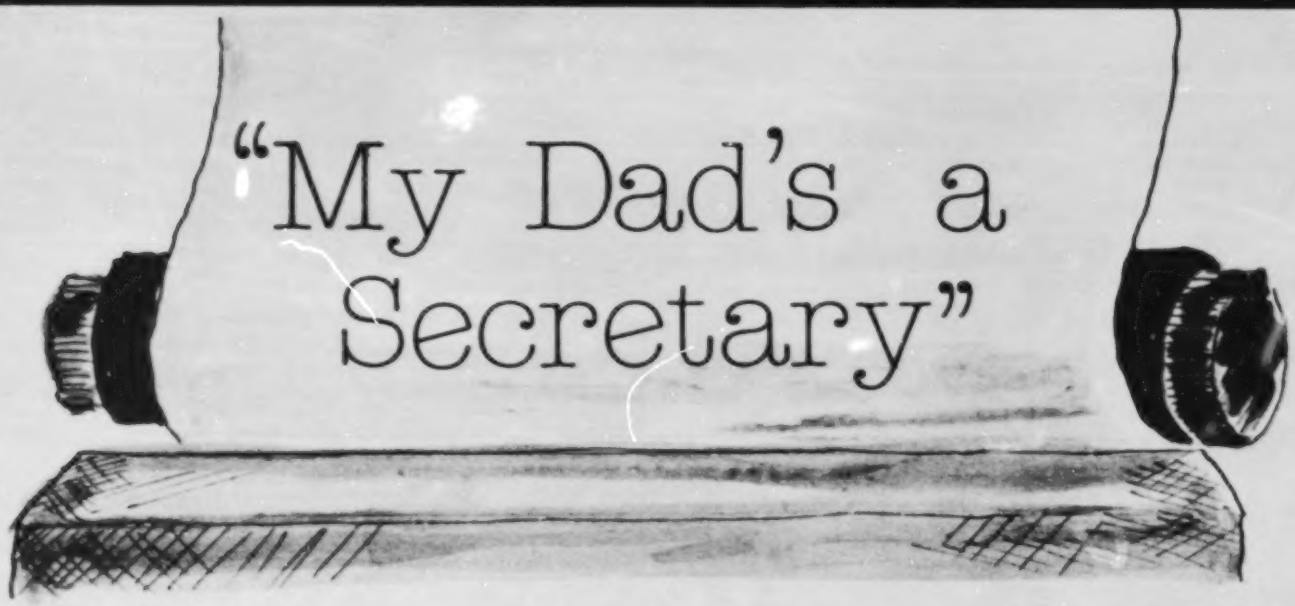
If you were married, had two children, aged three and six, and you and your spouse were both employed:

1. How would you divide the household tasks listed below?

2. Which of these tasks would you demand that your spouse do and why?

List of Tasks

- Cook meals
- Do laundry
- Plan recreation
- Clean house (vacuum, dust)
- Do yard work
- Bathe children
- Balance checkbook and pay bills
- Do grocery shopping
- Clean bathrooms
- Put out trash
- Wash car
- Arrange child care during the day
- Figure income taxes
- Make major purchases (house, car, washer/dryer, etc.)



ACTIVITY 9

Concept

When people choose to pursue careers for which they are suited but which are also considered nontraditional (i.e., are normally held by members of the opposite sex), there are a great many societal pressures they have to face. Some people may change their minds about continuing with a nontraditional career because the pressures are too great.

Description of Activity

This activity is a role play in which students are asked to consider the pressures faced by one person in a nontraditional career.

Overall Goal

Students will become aware of the fact that it is more difficult to pursue a nontraditional than a traditional career because of societal pressures.

Materials Needed

Copies of "My Dad's a Secretary: The Story of Aaron" (role play follows).

Instructions for Conducting the Activity

Hand out copies of "My Dad's a Secretary" and allow students three to five minutes to read it. Then divide the class into appropriate groups.* Assign to each group one of the following situations to role play before the class.

1. Aaron signs up for business typing instead of personal-use typing, which his college-bound buddies have elected.

2. Aaron enrolls in other secretarial classes in which he is the only male.

3. Aaron is called in for an office conference by his high school guidance counselor, who wants to know why his projected schedule of classes shows secretarial courses.

4. Aaron attempts to explain his decision to family and friends.

5. Upon graduation, Aaron enrolls in a local business college.

6. While he is in business college, Aaron falls in love with a young woman and has to explain his career plans to her.

7. Once married, Aaron has to face humiliating work interviews during which he is forced to admit that, among other things, his wife makes more money than he.

8. A firm hires Aaron not because of his qualifications, but because he is in a nontraditional work situation. The firm can now say, "We have a male secretary."

9. People at the firm hesitate to give work to Aaron--they tend to ask the women first and to regard Aaron as a last resort or a joke.

10. When Aaron and his wife have a child, the child has to bear the burden of explaining, "My Dad's a secretary."

*The number of students in each group can vary. For example, in Group 1 role players may consist of Aaron and two or more friends who ask him why he has made his choice. Group 2 can simulate a scene of a classroom filled with ten females, Aaron, and the instructor and bring out the kind of dialogue that might occur.

Outcome Objectives

Short-term behavioral objective:

- The student will be able (a) to list, to the satisfaction of the instructor, multiple examples of pressures individuals face when they make a nontraditional career decision and (b) to identify by name the societal groups from which these pressures emanate (family, friends, schoolmates, teachers).

Long-term attitudinal objective:

- When faced with career decisions, the student will recognize the obstacles he or she will have to overcome in selecting a nontraditional career.

Suggestions for Follow-Up/Variations

1. Read each situation aloud to the students and have them speculate as a group about the events regarding each situation. Then choose one of the following role-play strategies:

   a. Have one group of students role play all the situations, and then have the remaining class members react to the group's interpretations.

   b. Divide the class into two groups. Have the first group role play the situation one way and the second group role play that situation the opposite way. Then have the class as a whole discuss which version seemed more likely or believable.

2. As an alternative to using role playing for this activity, you could conduct a group discussion. Read each situation aloud to the class and then call upon students to initiate a discussion. Continue the activity according to the objectives described under Outcome Objectives above.

MY DAD'S A SECRETARY: THE STORY OF AARON

Let's suppose that you are a male named Aaron, approximately 15 years old, who has had the opportunity to participate in a high school career education program in which you have observed firsthand several types of jobs. Based on your observations, your finger dexterity, and your knowledge of grammar and spelling (English has always been one of your best subjects), you have decided that you would really like to become a secretary. You feel that this is a sound career decision because it involves activities at which you are good and which you like; further, you have heard that since male secretaries are somewhat rare and scarce, there are great opportunities awaiting you. (After all, several of the President's secretaries are male.)

Pat's Dilemma

OR, IS IT

Pat's Dilemma?

ACTIVITY 10

Concept

Avocational interests are one indicator of occupational choice.

Description of Activity

Students will react to the story of "Pat's Dilemma" after reading or listening to the story.

Overall Goal

Students will be able to identify avocational factors that influence or affect career decisions and choices.

Materials Needed

Chalkboard and chalk; copies of "Pat's Dilemma" (story follows).

Instructions for Conducting the Activity

1. Distribute copies of "Pat's Dilemma" to students or read the story to them.
2. Now ask students to react to the story; use the following questions as a guide:
   a. Is Pat a male or a female?
   b. How did you come to that conclusion?
   c. What characteristics does Pat possess that are male?
   d. What characteristics does Pat possess that are female?

e. What characteristics are both male and female?

f. List the things Pat should take into account before determining a suitable occupational choice.

Outcome Objectives

Short-term behavioral objective:

- The student will be able to identify and list several avocational interests that may influence career decisions or choices regardless of sex.

Long-term attitudinal objective:

- The student will be able to determine that avocational factors can influence future career decisions or choices.

Suggestions for Follow-Up/Variations

Students can role play "Pat's Dilemma" interpreting the character as either male or female, and the other class members can react to the interpretations. Discussion can focus on the questions listed in Step 2 above.

PAT'S DILEMMA

Pat has grown up in Appalachia. Pat's father is a miner and the family's home is in one of the mining towns in the Appalachian area. The family has always had a garden that Pat has worked on, experimenting with new seed brands and helping increase the crop yield. Pat has also had the opportunity to visit recreational areas of Appalachia that are unspoiled by mining and has therefore become concerned about ecology and land reclamation.

Prior to becoming a senior, Pat had never planned what to do after high school graduation. Pat expected to earn a high school diploma, work in a mining-related field, marry, and raise a family. Regarding a specific occupation, Pat was unsure about several jobs and had little idea of the specific work requirements for each.

Not only did Pat achieve high scores on the physical scale of a recent series of inventory tests, but Pat has also demonstrated skills in this area throughout the senior year. However, Pat also scored high on the outdoors scale. Then, upon reflection, Pat realized that gardening and ecology were of special personal interest--Pat had never thought of these two interests as possible career areas, but instead had regarded them as hobbies.

How to Help Your Parents Understand

ACTIVITY 11

Concept

Personal interest in a work situation may sometimes conflict with the values or wishes of one's family. The pressures created may sometimes interfere with an individual's career choice.

Description of Activity

Students will read, analyze, and then determine a solution to the problem of an adolescent who is caught between individual career preferences and family expectations.

Overall Goal

Students will understand that their family's (especially their parents') perceptions of society, status, roles, and work can put pressure on and influence their occupational choice.

Materials Needed

Copies of "How to Help Your Parents Understand" (story follows).

Instructions for Conducting the Activity

Introductory Activity

Open the activity by reading to students the following fantasy, asking them to imagine the situation.

Almost an Unknown Rock Star

You are just turning 18 and want to be a famous rock and roll singer. When you first tell your parents that you want to sing rock, they object strongly, saying that you will never "make it" and that it's a waste of time and money. However, you have been singing with a local group and have been told that you are very good. After saving your allowance and the money you've earned from odd jobs, you cut a demonstration record. The record is a big hit, and you're on your way!

Ten years have passed. You are now a well-known rock star and have sold millions of records. How do you feel about your parents' objection to your career choice? What would you say to them now?

Ask students to think about their responses and what solutions they would offer, as you proceed with the main activity below.

Main Activity

1. Distribute to each student a copy of "How to Help Your Parents Understand," and give the class a few minutes to read the story.

2. Next, divide the class into small groups (you determine the workable number) and instruct the groups to brainstorm solutions to LeRoy's problem with his father. Some questions they might consider are the following:

   a. Why does LeRoy's father disagree with his wanting to be a newscaster and why do you think the father feels this way?

   b. If you were LeRoy, how would you help your father try to understand?

   c. What do you think LeRoy will do if his father refuses to pay the tuition?

   d. What would you do?

3. After each group has reached a consensus, ask a member of each to report the group's findings and solutions. Compare the groups' answers and have the class combine them into either one summary decision or several alternatives to LeRoy's problem.

Outcome Objectives

Short-term behavioral objective:

- Students will be able to list or describe, to the satisfaction of the instructor, ways in which family can exert pressure and influence career choice.

Long-term attitudinal objective:

- When students make a career decision, they will consciously recognize the part family influence plays in the decision.

Suggestions for Follow-Up/Variations

Have the students role play any or all of the following solutions, and then have them determine which are the most realistic or satisfactory.

1. LeRoy gives up his career goal and joins his father's company. Will he succeed?

2. LeRoy goes to college despite his father's wishes, but to do so he must take out large student loans and get a part-time job that delays his graduation. Does he succeed? What are his feelings about his family?

3. LeRoy gets his father to agree to pay the tuition. How does he do this?

HOW TO HELP YOUR PARENTS UNDERSTAND

Hi! My name is LeRoy Adams and I've got a problem that maybe you can help me with. You see, my dad moved here from the South and has some definite feelings about "white folks." He's worked very hard here and built up quite a contracting business. Last year he cleared over $100,000, and Mom and I have everything we need. My dad has been waiting for me to graduate from high school so that I can move into the business. Once I learn it, I can be his partner. He's already designing a letterhead that says "Adams and Son." Then, when Dad's ready to retire, I'll take over.

The thing is, I don't want to be a contractor. I'd really like to be a reporter or newscaster. I've done well in speech and English, and I've been accepted by an Ivy League college noted for its journalism courses. Because of my grades, I've won a partial scholarship, so my dad would need to pay only half my tuition, which he can easily do. But he won't help. He says I won't fit into that college, and that even if I do get somewhere as a newscaster, it would just be as a "showpiece." He can't understand why I don't want to help with his company and eventually take over.

How can I help my dad understand that I just wouldn't be good for his company, because it's not what I want to do? And how can I help him understand that I really do want to be a newscaster and think I'd be very good at it? I think a lot of things have changed since my dad set up in business, but I'm not sure how to convince him of any of this.

DICK & JANE DECIDE

ACTIVITY 12

Concept

When people choose to pursue careers for which they are suited but which are also considered nontraditional (i.e., are normally held by members of the opposite sex), there are a great many societal pressures they have to face. Some people may change their minds about continuing with a nontraditional career because the pressures are too great.

Description of Activity

Over two days students will analyze the nontraditional career decisions made by a male and a female, in order to determine what special or extra obstacles each encountered because of choosing a nontraditional career.

Overall Goal

Students will begin to recognize the personal obstacles that people often face when making nontraditional career choices and will describe the societal expectations and values that cause those obstacles.

Materials Needed

Chalkboard and chalk; copies of "Dick's Decision" and "Jane's Decision" (stories follow).

Instructions for Conducting the Activity

Conduct this activity over two days.

First Day

Divide the class into two groups, asking each group to select a leader who will record and report on the group members' findings. Then distribute copies of "Jane's Decision" to one group and copies of "Dick's Decision" to the other. Give the groups time to read the stories.

Now instruct each group to brainstorm and make two lists, as follows, and to be prepared to report its findings during the next class period.

1. The obstacles encountered by the character in the course of making a nontraditional career choice.

2. The reasons the character encountered those obstacles.

Second Day

Ask the leader of the first group to give a brief description of the character's story and then to report on what the group felt were the obstacles and the reasons for them. As the group leader reports, write the character's name on the chalkboard and list the obstacles and reasons as they are presented. Then repeat the process, with the leader of the second group reporting.

After both reports have been presented and the results posted on the board, ask the class to compare lists for similarities and differences, i.e., what kinds of problems Dick and Jane both faced and what kinds of problems only one or the other faced; and to analyze in what way sex-role expectations were a factor. You may also use any of the following questions as guides.

1. How do you feel about the reality of either character's decision? Why do you feel that way?

2. What seem to be the major factors that influenced Dick's decision? That influenced Jane's decision?

3. Do you think either character might be influenced to change his or her mind? If so, how do you feel about that?

4. How would you finish the characters' stories?

Outcome Objectives

Short-term behavioral objectives:

- Students will list and describe obstacles often faced by people who make nontraditional career choices.

- Students will list and describe the role expectations and values of society that cause the obstacles.

Long-term attitudinal objective:

- Students will understand that making nontraditional career decisions may require more determination on their part than electing to remain in a more traditional career.

Suggestions for Follow-Up/Variations

1. Hand out just one of the stories, and when the students have read it, organize a debate on one of these topics:

   a. It is more difficult to choose a nontraditional career than to work in a traditional occupation.

   b. It is more difficult for a female to make a nontraditional career decision than for a male.

   c. It is easier today than it was ten years ago for anyone to make a nontraditional career decision.

   When the students have finished the debate, hand out the other story, allow them time to read it, and either hold another debate or ask them how their opinions have changed (if at all) now that they have read the second story.

2. Have the students role play endings to the stories of Jane and Dick.

DICK'S DECISION

You, Dick, are a 20-year-old male beginning your third year of college. You come from a home that has been strongly dominated by your father, who is a highly paid certified public accountant (CPA). Your mother has never worked but is very active in civic affairs. You have an older sister and a younger brother. Your sister has completed college; however, she recently married a doctor and therefore does not intend to work because her husband's income is sufficient to support the two of them. Your parents are not in the least upset by your sister's decision not to "use" her degree.

Until this year, you have been majoring in business—at your father's urging—and have had vague plans about becoming a CPA. However, you have long known that what you really want is to go into show business. You are a member of the college drama and dance groups, and have received encouragement from several professionals who have seen you perform at concerts. After two years, you have finally decided to change your major to theater and have just informed your parents of your decision. To put it mildly, none of your family is taking it well.

Your father objects because, he points out, very few performers make good money, show business is a financially risky profession, and it is hardly a secure vocation. Your mother, going a step further, is questioning your masculinity. Your sister and your brother both think you are crazy to give up a career as a CPA to go into show business.

Although you are determined to stick to your decision to go into show business, you are very disturbed by the emotional upheaval your decision is causing in your family—from whom, at this point, you are more or less estranged.

JANE'S DECISION

You, Jane, are about to graduate from high school at the head of your class. Both of your parents are doctors; your father is a surgeon and your mother is a pediatrician. Although you know that you have the intelligence to succeed in college, you really don't want to go to school any longer. However, having been raised by a well-to-do family, you also know that having money to do the things you like is important to you.

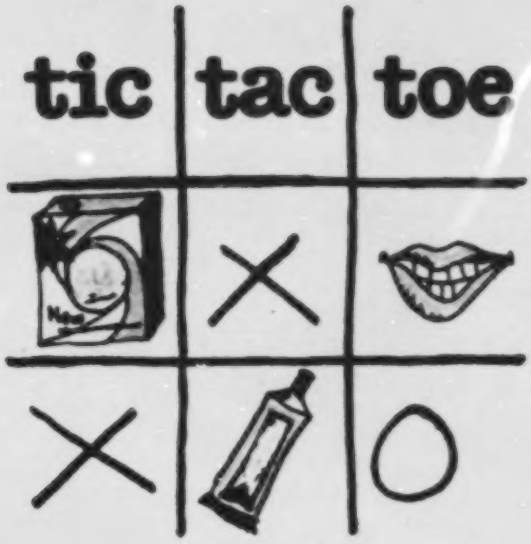
Several weeks ago a recruiter from a public utility company visited your high school and explained about the company's training program for computer technicians. When you told the recruiter of your interest in the program, the recruiter was very excited, saying that you could have a fine future with the company because you are female, and that the company is especially interested in recruiting females for their technical positions.

You know that if you apply for the training position, you will be guaranteed a salary while training; that when you finish, you will be earning a wage that is among the highest in the country; that if you decide to move to management, you will have every opportunity to advance because of your sex; and that if you get bored by your position, you can train for the position of systems analyst, an idea that really excites you. Therefore, you announce to family and friends that you are not going to college but instead are applying for the utility company's training program. Everyone is horrified by your decision.

- Your parents do not want you in a blue-collar position and point out that you are also doing a disservice to humanity by not using your intellectual ability to become a doctor.
- Your boyfriend is jealous and wonders why you've chosen a job that will put you together with so many men.
- Your best girl friend, who was planning to room with you in college, thinks you're crazy and, more especially, "boy crazy."
- Your high school counselor, who helped you get accepted by a university, cannot understand why you would "double-cross" the counselor and not at least give college a try.

You are amazed at these reactions, as you simply believed your job choice to be a good business decision that would allow you to earn a high salary, let you advance rapidly, and give you the time and money to do the things you like.

T.V.



ACTIVITY 13

Concept

Occupational sex-role stereotyping is prevalent in television.

Description of Activity

Through playing a group-participation game (designed to be played either during an evening of TV viewing or during a classroom period if there is access to a TV set), students will become aware of occupational sex-role stereotyping in television.

Overall Goal

Students will become aware of how television programming stereotypes occupational and life situations.

Materials Needed

Access to a TV set; copies of "TV Tic-Tac-Toe," Cards A and B (cards follow); or buttons (toothpicks, torn pieces of paper) to use as markers.

Instructions for Conducting the Activity

Prior to and During the Activity

The whole class should do this activity at the same time. Give to each student two "TV Tic-Tac-Toe" cards to use when playing the game--Card A (which contains the sex-role-stereotyped occupations) and Card B (which contains the non-sex-role-stereotyped occupations). If the game is played in the classroom, have half the class initially play with Card A, while the remainder of the students play with Card B.

Direct the students to place a marker on the appropriate square on their card when they see an occupational role on the card depicted on TV (either during a program or at a commercial break). The basic rules of tic-tac-toe apply; i.e., the first person to cover a diagonal, vertical, or horizontal row of three squares wins the game. After one side has won five games, have the sides switch cards and resume the play until another series of five games has been won.

As you assign this activity, encourage students to initiate conversations within the class as to why Card A wins more easily than Card B; whether or not the occupations listed on Card B are realistic, in the opinion of the class, and why; why they think TV programming does not seem to be providing equal coverage for Card B; and what frustrations they experience in playing the game.

Students may play and score the game at home, if your school does not have a television set. They should be reminded to make note of their reactions and be prepared to share them in class.

Following the Activity

When the students have finished the game, use the following suggestions (and others you may wish to add) as a guide for discussion.

1. Ask several of the students to describe their individual reactions to the activity; ask them to explain why they reacted as they did.

2. Ask the class as a whole to describe its overall reactions to the activity (whether it was worthwhile, foolish, etc.).

3. Ask members of the class whether or not any nonstereotypic occupations (those on Card B) seemed highly unrealistic; if students do identify one or more occupations on Card B as unrealistic, ask them to explain why.

4. Ask the students to describe how realistically or unrealistically different programs seemed to present male and female roles.

5. On each card, one occupation is intentionally sex neutral--teacher and dancer. Ask the students to discuss why it is that they might think some occupations are okay for both men and women while others seem to be stereotyped for just one sex.

Outcome Objectives

- Students will be able (a) to define, in their own words, the concept of occupational sex-role stereotyping and (b) to identify, by name or example, television programming that features sex-role-stereotyped situations.

- Students will be able to list and describe, orally or in writing, ways in which sex-role-stereotyped television programming has influenced their notions, and their families' notions, of suitable career choices.

- Over an extended period of time, students will be able to point out sex-role-stereotyped situations to other individuals whenever and wherever they see them programmed.

Suggestions for Follow-Up/Variations

1. Have the students create their own "TV Tic-Tac-Toe" cards.

2. Some programs are deliberately non-sex-role-stereotyped (e.g., "Sesame Street," "Electric Company"). Have the students play the game again while watching one of these programs, and compare the differences. Alternatively, have half the class play the game watching commercial programming and the other half watching public programming, and compare the differences.

3. Adapt "TV Tic-Tac-Toe" to bingo, substituting the names of occupations (stereotyped and nonstereotyped) for the numbers on the bingo cards. (Here, too, the game can be played at home or in the classroom, depending upon whether or not your school has access to a TV set.

4. Have students play the game during the day and during the evening to compare daytime versus nighttime programming for stereotyped content.

TV TIC-TAC-TOE

Card A

Doctor - M	Homemaker - F	Lawyer - M
Nurse - F	Pilot - M	Secretary - F
Model - F	Engineer - M	Teacher - X

Key

F = Female

M = Male

X = Neutral (either a female or a male)

TV TIC-TAC-TOE

Card B

Paramedic - F	Nurse - M	Police Officer - F
Homemaker - M	Mechanic - F	News Anchor - F
Secretary - M	Flight Attendant - M	Dancer - X

Key

F = Female

M = Male

X = Neutral (either a female or a male)

Sarah & Floyd Raising Children

ACTIVITY 14

Concept

Personal values and life styles affect career decisions. Family is usually among the most important of these influencing elements.

Description of Activity

Students will role play one of six alternatives to the situation "Sarah and Floyd Raising Children."*

Overall Goal

The student will be able to determine and identify how being part of a family may affect career decisions and choices.

Materials Needed

Copies of "Sarah and Floyd Raising Children" (role play follows).

Instructions for Conducting the Activity

1. Divide the class into six groups and hand out a copy of the role play to each group. Have each group choose for role playing one

*Adapted from Sexism in Education (Minneapolis: Emma Willard Task Force on Education, 1971), p. 40.

of the six alternatives listed, and make sure that the groups select different alternatives to enact.

2. Ask each group to select a leader for discussion of the role play within the group. Group members should decide how they will approach the role play, who will play the roles (the actors), and how they will play the roles.

3. Now have each group perform its role play in turn, while the rest of the class watches. After each role play initiate a class discussion focusing on the following points:

   a. What have Sarah and Floyd decided to do?

   b. How has being a family influenced their decision?

   c. Is their decision a traditional or nontraditional one?

4. After each group has role played its alternative and the class has discussed each presentation, have the students make a list of those factors--family, friends, and school experiences--that they feel have affected or influenced them.

Outcome Objectives

Short-term behavioral objective:

- Students will be able to list what part family influences have played to date in their potential career decisions and choices.

Long-term attitudinal objective:

- When they make career decisions and choices, students will be aware of the attitudes toward, and influence of family, friends, and school experiences on, their career decisions.

Suggestions for Follow-Up/Variations

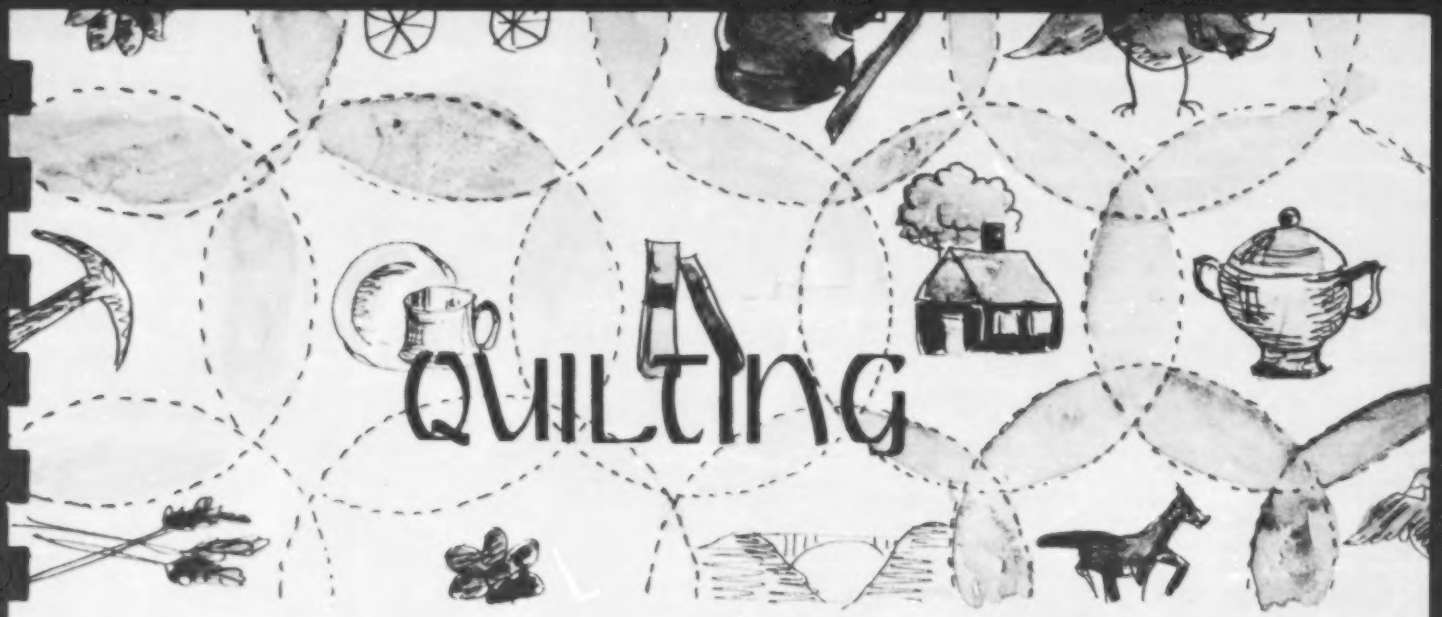
1. Using the list of influencing factors that each student compiled during the class session, students could explore, in a short essay, how those factors might affect their future career decisions and choices.

2. In a subsequent class, students could compare their lists, making up a general list (or a list of major factors) by the end of the class period. This list could then be used to write an essay on how the factors will influence career decisions and choices.

SARAH AND FLOYD RAISING CHILDREN

Sarah and Floyd have been working for five years. They are both content in their jobs, but they would also like to have children. Sarah becomes pregnant and arranges to take a six-month maternity leave. When the baby is five months old, Sarah is ready to return to work. Unfortunately, she can't find a baby-sitter she both likes and trusts, and there are no public child care services available. What do Sarah and Floyd do?

1. Sarah quits her job and stays home to raise the baby.
2. Floyd quits his job and stays home to raise the baby.
3. Floyd works full-time; Sarah works part-time and while she works leaves the baby with a sitter she does not like.
4. Floyd works part-time and takes care of the baby while Sarah works full-time.
5. They both work part-time and take turns with the baby.
6. They both work full-time and leave the baby at a very good private nursery school or child care center, but the fees take up all of Sarah's salary.



ACTIVITY 15

Concept

Environment, culture, and tradition--especially family and school experiences --affect an individual's career decisions and choices.

Description of Activity

Through a values clarification activity in which students will construct "quilts," the students will be encouraged to think about the way their lives, attitudes, and values have been shaped by their environment and background, and how their attitudes and values, in turn, affect their career decisions.

Overall Goal

Students will become aware of how their upbringing and environment affect their attitudes and values.

Materials Needed

Chalkboard and chalk; pencil and paper for each student.

Instructions for Conducting the Activity

Inform the students that you are going to be discussing with them some of the ways in which their upbringing and environment have helped shape their present attitudes and values and how these attitudes and values, in turn, influence their career decision-making process.

1. Begin by writing the words "My Home State" on the chalkboard. Without allowing discussion, tell students that each of them will be personally designing her or his own state quilt. Explain that, in all likelihood, no two quilts will be the same, nor will any two quilts have the same number of squares.

2. Next tell students that you are going to list on the board a series of topics that they are to copy onto their paper. As you list each topic, pause, and direct students to list beneath the topic as many words, items, ideas, etc., that come to mind for each topic. If a student cannot think of a response for a particular topic, do not insist on one. Following is the series of topics for you to list on the board.

   a. The names of family and friends who you think are especially important

   b. The names of your heroes, living or dead

   c. Things that come to mind when you hear the name of your state

   d. The names of occupations you have thought about pursuing: when you were five, when you were ten, and now

   e. A list of occupations you think could be easily found in your home state

   f. Symbols you think are representative of your home state

   g. Things you like about the region

   h. Things about your state that you would change if you could

3. When all the topics have been copied and the students' responses listed, instruct students to draw a large rectangle, which will represent their quilt. Then tell students to proceed as follows:

   a. In the center of the rectangle, draw the first square. Put your name in that square.

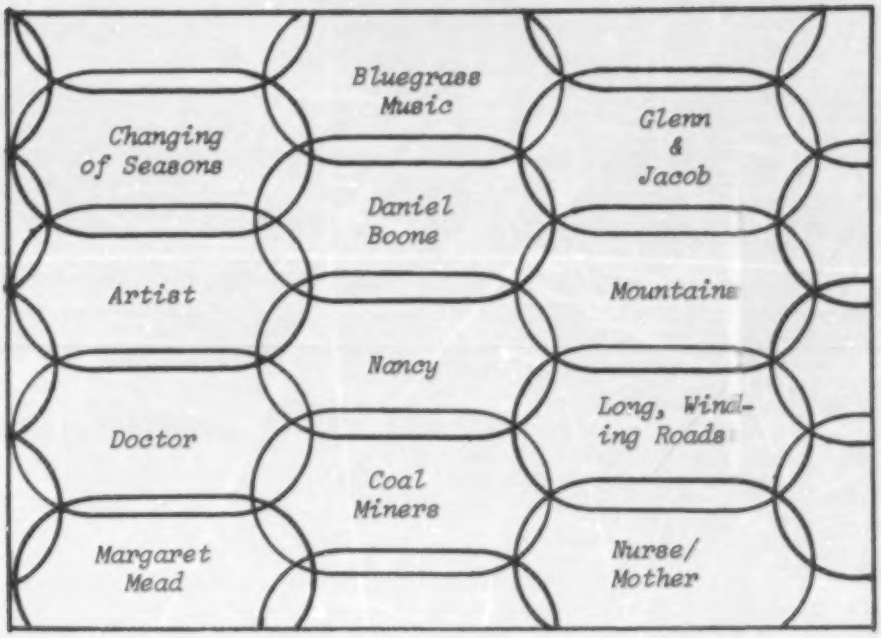
   b. Next, count the number of responses you have listed under each of the topics to determine the number of additional squares you will need to complete your quilt.

   c. Now draw in the squares and fill in your responses, one to a square.

   On the next page is an example of a quilt in the process of being completed.

MY HOME STATE

(West Virginia)



Friends and Family

Glenn & Jacob

West Virginia

Mountains
Beautiful Earth
Bluegrass Music

Occupations (West Virginia)

Coal Miner

Heroes

Daniel Boone
Margaret Mead

Occupations (Me)

At age 5: Nurse/Mother
At age 10: Doctor
Now: Artist

Likes

Long, Winding Roads
Changing of Seasons

4. When the quilt drawings are finished, ask the students if they are willing to share any of their responses with the class in order to compare quilts and the ideas each student may have about his or her

environment and upbringing. However, do not force responses, as this is mainly a values clarification activity that encourages students to begin thinking about some of the people, places, and things that have helped shape their attitudes and values.

5. Close the activity by asking students to write a paragraph or two about what they think they have learned about themselves by doing the quilt drawings.

Outcome Objectives

Short-term behavioral objective:

- Students will be more aware of important elements of their environment, culture, and upbringing and of how these elements have influenced their attitudes and values.

Long-term attitudinal objective:

- When they consider career choices, students will be aware of the ways in which their background and upbringing have influenced their attitudes and values and of how these, in turn, relate to occupational choice.

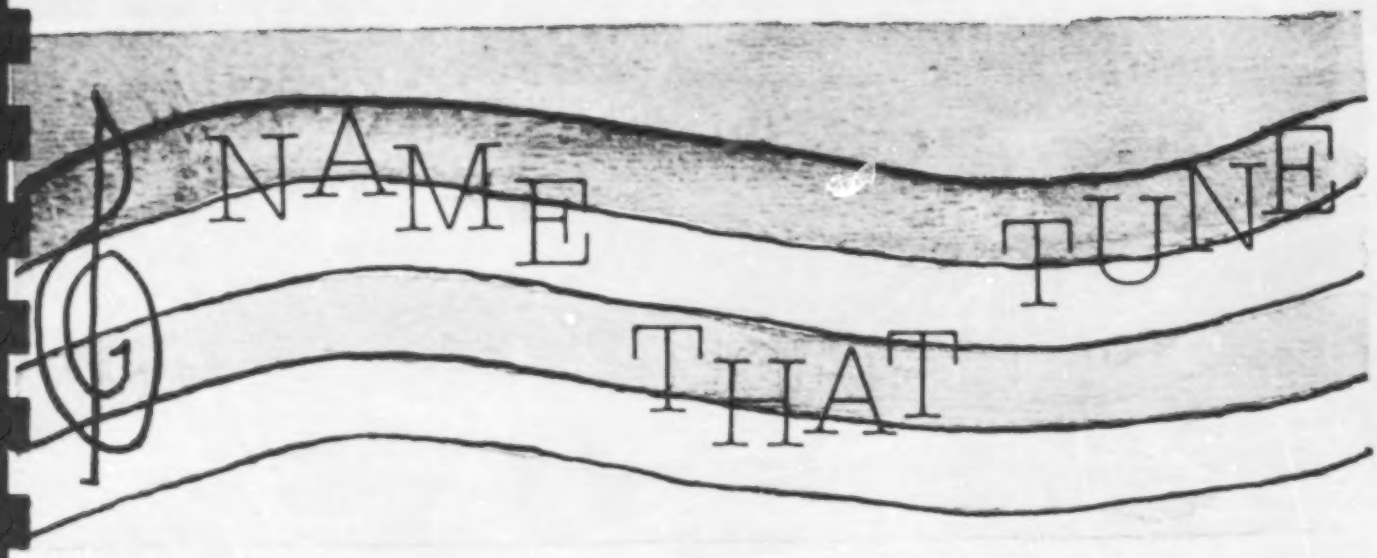
Suggestions for Follow-Up/Variations

1. If students are artistic, they might want to draw the items for their quilt or cut out pictures from magazines to paste in the squares.

2. Students could construct a composite state quilt based upon common responses to items they are willing to share, and then discuss the image of the state that the composite quilt represents.

3. You might ask the students to think of some of their own categories for the quilt, such as occupations they might be holding in ten years.

4. Students could try the activity with their parents and as a family compare the quilts.



ACTIVITY 16

Concept

There are many cultural factors that consciously or unconsciously influence our lives and our perceptions of the world and the people in it. One of these is music.

Description of Activity

Students will examine the subtle messages regarding sex roles that are conveyed in popular music.

Overall Goal

Students will begin to recognize some o. the more subtle and culturally pervasive forms of sex-role stereotyping.

Materials Needed

Access to a radio or record player; chalkboard and chalk; pencils and paper (or checklists you prepare; see instructions below).

Instructions for Conducting the Activity*

To introduce your students to "Name That Tune," ask them to recall their

*This activity should be done by the class only after students have completed other awareness exercises on defining and recognizing sex-role stereotyping, such as Activity 1, "Sex-Role Stereotyping: What Is It? Where Is It?" or Activity 2, "Everyday Episodes." For the second part of the activity, assign students to listen to the radio at home to songs and bring in the words of the songs they have selected to analyze.

childhood and think of a favorite fairy-tale character; a famous sports, TV, or movie character of the time; or even a make-believe companion.

Give students a few minutes to think about this, and while they are thinking, write the following headings on the chalkboard: Name of Character, Sex of Character, and Description of Character. Then ask the following questions:

1. What is the name of your character?

2. Was your character male or female?

3. What did the character represent or do that made him or her so important to you?

4. What are some adjectives you would use to describe this character?

As students respond, write their answers on the board. Now compare the qualities of the male heroes with those of the female heroes. Ask the students if the characters are sex-role stereotyped, and if so, why. Then ask if students think that popular figures of the present are still stereotyped. Tell them that in order to find out, the class is going to examine one popular medium for conveying societal messages--music.

Inform the class that each of them should now select three currently popular tunes (rock, country, pop, etc.) that deal with a male-female theme and analyze each song--first for the male characteristics and then for the female characteristics portrayed in the song. Either have students write a brief description of the sex-role characteristics of each character, or have them use a checklist such as the following (prepared by you ahead of time):

Check where applicable:

Male	Female
Assertive	Passive
Breadwinner (job holder)	Homemaker
Aggressive	Silly
Macho	"Angelic"
Wrongdoer (cheater)	Naive
Heartbreaker	Helpless
Egotist	Heartbreaker
Sexual aggressor	Sex object

Now lead a discussion, having students name the songs they analyzed and compare their findings, i.e., whether sex-role stereotypes are emphasized more in one type of music than in another (pop, country, jazz, etc.). To facilitate the discussion, ask the students to pick several of the songs and describe the specific situations being portrayed and the sex-role expectations of the lead characters.

Outcome Objectives

Short-term behavioral objective:

- Students will be able to list, to the satisfaction of the instructor, instances of sex-role stereotyping in popular or current music.

Long-term attitudinal objective:

- When students hear a popular song, they will think about the actual message being given when the lyrics are sex-role stereotyped.

Suggestions for Follow-Up/Variations

Have the class select a song that contains sex-biased lyrics and try to re-write the lyrics to eliminate the sex-role stereotyping.

Where Do You Stand?

ACTIVITY 17

Concept

Many of an individual's sex-role expectations may be traditional or stereotyped; sex-role expectations affect career choices and decisions.

Description of Activity

Students will respond to a series of statements by agreeing or disagreeing on the basis of value judgments and personal expectations.

Overall Goal

The student will become aware that sex-role expectations, whether biased or nonbiased, affect personal career decisions and choices.

Materials Needed

Two large sheets of paper and masking tape; chalkboard and chalk.

Instructions for Conducting the Activity

Prepare for the session by labeling one large sheet of paper Agree and the other Disagree. Then tape the sheets in a prominent place, one on either side of the classroom. Explain to the students, who should be gathered in the center of the room, that you will be reading a series of statements to them. Tell them that, as you finish reading a statement, they should decide whether they agree or disagree with it and walk to the sign that matches their opinion.*

*If you do not want students to move about, you can use the following method of conducting the activity. Make three columns on the chalkboard: Agree, Disagree, Neutral. After you read each statement to students, ask for a show of hands for each category, and tabulate the results on the board.

Emphasize that students will be giving their opinions; there are no right or wrong answers. Explain also that if a student has no opinion one way or the other about a particular statement, she or he should remain in the center of the room, which is being designated neutral territory. Finally, remind students that they may choose not to play the game if at any point they feel negative about the activity. This instruction is important, as it conveys to students respect for the privacy of their feelings.

Depending on the size of the group, proceed in one of the following ways at the conclusion of each statement:

1. Allow each student to state the reasons for his or her opinion on the statement.

2. Appoint a group spokesperson for each side, i.e., those who agree and those who disagree. Have each side meet as a whole, and then let the spokesperson summarize the feelings of that group to the other group.

3. Ask the students to choose a partner from the group that shares their opinion about a statement and to spend approximately two minutes with the partner discussing their reasons for the opinion.

Below are the statements to be read to students.

1. Teresa's first series of job interviews resulted in an offer to go to work in another city--an offer that Teresa turned down for a less desirable position in the same city as her husband's job. Was this a wise decision?

2. Teresa was informed by her new employer that the primary reason she was hired is that she is a woman--that several of the male applicants for her position had more experience than she. Do you think it was fair for the employer to hire Teresa?

3. Teresa is angry that all the male engineers, new and old, have been assigned their own new company cars, whereas the three female engineers have been told to use one of two older company cars when they are calling on clients. Is this fair?

4. All the male engineers have private offices, whereas the three female engineers have to share a large office. Is this fair?

5. Teresa has discovered that the three female engineers are the lowest paid of all the engineers now employed by the firm. However, the three female engineers are also the three most recently hired by the company. Is this fair?

6. Teresa is called on the carpet by her male boss for wearing pantsuits to work all the time--he thinks dresses are more appropriate attire. Is this fair?

7. Teresa's response to her boss is to continue wearing pantsuits anyway and risk being fired. Do you agree with her response?

8. Teresa's husband, Juan, is angry that he was passed over by his company for a new vice-presidency. This promotion would have enabled Juan to make a salary comparable to Teresa's. He is currently making less than Teresa. Should a husband earn more than his wife?

9. The vice-president's position was given to a much less experienced manager than Juan, and word is that the only reason the vice-presidency was given to her was that the company was being pressured to hire a woman. Is this fair?

10. Because of being passed over for promotion, Juan has decided to resign from his position and take a lower-paying job at another firm in a different city. He tells Teresa to quit her job and get ready to move. Teresa quits. Did she make a wise decision?

To conclude the activity, have the students discuss--and list their responses on the chalkboard--the types of sex-role expectations that influenced their opinions. (Note: You will probably want to keep a rather tight rein on the discussion this activity generates, as it can easily get out of hand; students on each side can become quite vocal and even hostile.)

Outcome Objectives

Short-term behavioral objective:

- Students will identify and list several of their own sex-role expectations that caused them to respond as they did.

Long-term attitudinal objective:

- When students are faced with career decisions, they will be more aware of the part that sex-role expectations play in their decision making.

Suggestions for Follow-Up/Variations

1. Have the students break into small groups and create their own situations for the class.

2. Have the students pair off with members of the opposition and discuss their differences of opinion on each statement.

changing a job title

ACTIVITY 18

Concept

Sex-biased job titles (those usually associated with just one sex) may consciously or unconsciously discourage a person from seeking a particular job for which he or she may be really suited.

Description of Activity

Students will become aware of the existence of sex-biased job titles and of how this form of bias can limit a person's career choice.

Overall Goal

Students will learn not to be discouraged from considering jobs or careers that seem to be biased toward one sex because of the job titles.

Materials Needed

Chalkboard and chalk.

Instructions for Conducting the Activity*

Make three columns on the chalkboard, Men's Job Titles, Women's Job Titles,

*At some point before or during the activity--and particularly before the follow-up activities--students should be made aware that there are laws supporting the use of nonspecific, non-sex-biased job titles, especially in job openings advertising in the newspaper. For example, a job cannot be advertised as "For females only" or "Only males need apply," with the exception of a few jobs that really are limited by sex, e.g., male locker room attendant for the YMCA.

Make three columns on the chalkboard: Men's Job Titles, Women's Job Titles, and Nonspecific Job Titles. Ask the students to give you as many job titles as they can think of that clearly apply to men, e.g., policeman, fireman, mailman. When the list is complete, ask for as many job titles as students can think of that clearly apply to women, e.g., waitress, stewardess. Then ask the class how a job title can be changed to make it nonspecific, e.g., police officer, fire fighter, letter carrier. (Note: It may be more difficult to change the female job titles to make them nonspecific. Waitress and waiter, for example, are titles specific to just one or the other sex; a nonspecific title might be waitron. Let your students' imagination go to work. Here are some examples.

Men's Job Titles	Women's Job Titles	Nonspecific Job Titles
Policeman	Policewoman	Police officer
Waiter	Waitress	Waitron
Steward	Stewardess	Flight attendant
Fireman	Firewoman	Fire fighter
Mailman		Mail carrier
	Authoress	Author
Foreman	Forewoman	Supervisor
Meter man		Meter reader
	Hostess	Dining room manager

When the students have finished rewording the job titles, have them list the qualifications a person needs in order to perform some of those jobs. Ask them:

1. What interests should the person have?

2. What work conditions should the person be able to adjust or adapt to?

3. What abilities or aptitudes should the person have?

Then, as a final question, ask students how many of the qualifications they cited are really limited to one sex. This question should encourage a lively discussion. A summary statement by you, to the effect that the true indicators of work performance are based on individual interests, abilities, and adaptive skills, should close the discussion.

Outcome Objectives

Short-term behavioral objectives:

- Students will be able to identify by sight, and list a series of, sex-biased job titles.

- Students will be able to list, to the satisfaction of the instructor, the reasons why sex-biased job titles can interfere with an individual's occupational choices.

Long-term attitudinal objectives:

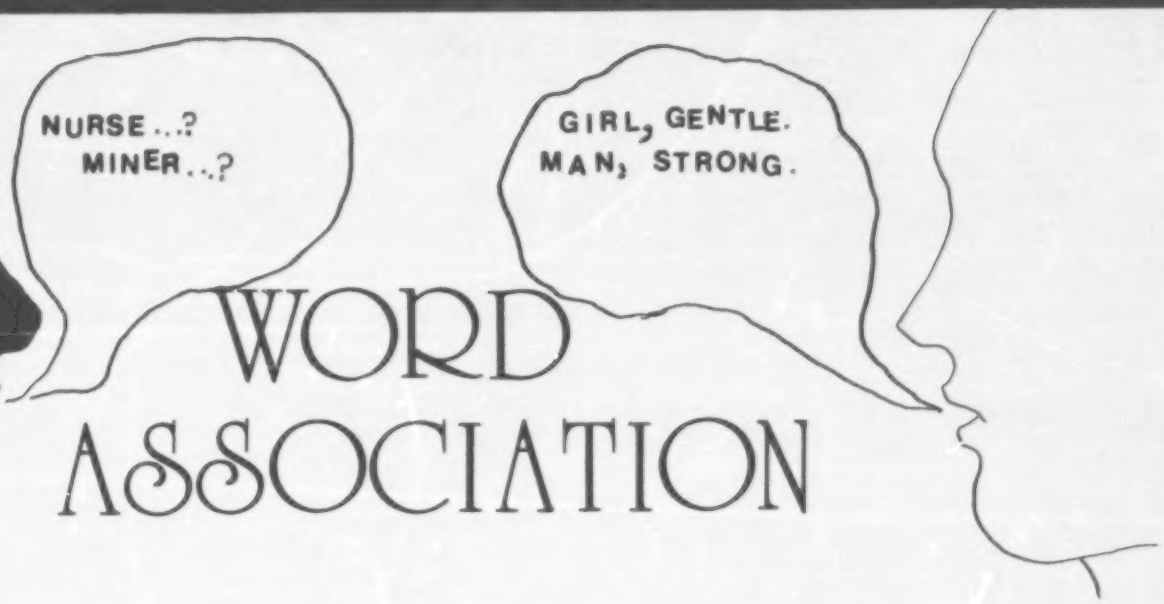
- Students will be able to consider exploring jobs based upon individual interests rather than sex-biased job titles.

- Over a period of time, students will be able to point out examples of sex-biased job titles to other individuals and to suggest the desirability of changing a job title to reflect a neutral terminology.

Suggestions for Follow-Up/Variations

1. Have the students brainstorm a list of occupations that are truly limited by sex, e.g., male locker room attendant at the YMCA, and compare this list for congruency with the original list of sex-biased job titles.

2. Have students scan the want ads in the local Sunday paper and make a list of occupations advertised that (a) could be limited by sex; (b) might be sex biased; and (c) are listed "for females only" or "for males only." Have students compare this new list for congruency with the original list of sex-biased titles. (Most probably the list from the want ads will be short, since many firms do comply with the law. If possible, have students obtain newspapers from 1969, repeat this exercise, and then compare the 1969 list of occupations with the current list. Ask students, "Have times changed?")



WORD ASSOCIATION

ACTIVITY 19

Concept

Many occupations or roles are traditionally sex-role stereotyped; sex-role expectations affect career decisions.

Description of Activity

Through word association, students will define the terms sex-role stereotyping and traditional and nontraditional occupations, and will list examples of each.

Overall Goal

The student will be able to recognize that sex-role expectations affect career decisions and choices, often in a limiting manner.

Materials Needed

Chalkboard and chalk; paper and pencils.

Instructions for Conducting the Activity*

Divide the chalkboard into two sections, labeling the left side Occupation/Role and the right side Responses. List under Occupation/Role such occupations

*This activity should be used as an introductory activity, since it exposes students to the terms sex-role stereotyping and traditional and nontraditional occupations.

as nurse, secretary, fire fighter, dentist, elementary school teacher, astronaut, carpenter, and homemaker. Ask the students for input, if you wish.

Instruct the students to copy the list onto paper and to write down next to each occupation whatever words or phrases come to mind. Give students a few minutes to complete their lists.

Now ask for student volunteers to share their word associations. As the students respond, list their word associations on the right side of the chalkboard (under Responses), next to the corresponding occupation. Here are some examples.

Occupation/Role	Responses
Nurse	Lady, girl in white, works with people
Carpenter	Wood, works with hands, male
Miner	Male, dirty, hard hat
Quilter	Female, sewing, gossip, old
Glass blower	Man, hot, fire
Chemical engineer	Male, education, hard hat, white coat
Machinist	Works with hands, dirty, male
Truck driver	Male, tough, CB radio, outdoors
Barge captain	Cold, wet, tough man, gruff, bearded
Weaver	Works with hands, female, makes pretty things, loom

Now explore with the students which occupations are traditional and which nontraditional, and which responses are sex-role stereotyped and which are not. If, for instance, a student sees the occupation of nurse as "girl in white," the response is sex-role stereotyped, since nurse is being associated primarily with women. If, on the other hand, nurse is seen as "working with people," the response is free of sex-role stereotyping, since the student is associating the occupation primarily with the nature of the work--not with the sex of the worker. And whereas the word miner in itself is associated with a male-dominated field, that occupation can be seen as traditional.

Be sure to point out to the students that seeing an occupation as sex-role stereotyped and/or traditional can be limiting to both males and females. The male student who views nursing primarily as a female occupation will probably not consider nursing as an occupational choice--even though he might

be more interested in nursing than in, say, being a doctor or a technician. Similarly, the female student who views carpentry as "dirty," and who believes girls are not supposed to get dirty or work with their hands, will probably not consider carpentry as an occupational choice--even though she might enjoy working with wood and working with her hands.

Outcome Objectives

Short-term behavioral objectives:

- The student will be able to define the terms sex-role stereotyping and traditional and nontraditional occupations, and give examples of each.
- The student will be able to identify characteristics that are associated with specific occupations or roles as sex-role stereotyped and as referring to traditional and nontraditional occupations.

Long-term attitudinal objective:

- The student will be aware that his or her own sex-role expectations can affect career decisions and choices.

Suggestions for Follow-Up/Variations

1. Students, using the responses to the occupations, could put together their own definitions of sex-role stereotyping and traditional and nontraditional occupations and roles. Then, using those definitions, students could cite examples of sex-role stereotyping and of traditional and nontraditional occupations and roles they have observed in the community; both family and friends might be enlisted to help.
2. Students could also ask family members or friends who work to discuss whether or not they think their job choice was influenced by sex-role expectations or biases, and if so, to provide specific examples of how.

A GOOD OLD-FASHIONED SCAVENGER HUNT

or,

Symbols of our Sex-Role Stereotyping

ACTIVITY 20

Concept

In our society, certain objects have traditionally been associated either with males or with females and have helped train people to learn certain roles. By examining the reasons for these sex-role-stereotypic associations with objects, individuals can begin to break down sex-role-stereotyped expectations.

Description of Activity

Students will bring to class objects commonly associated with traditional sex-role expectations and will examine how individuals are taught sex-role-stereotyped expectations and behaviors through object association.

Overall Goal

Students will begin to examine the origins of their own sex-role stereotyped expectations and behaviors and will begin to think about them critically.

Materials Needed

Samples of sex-role-stereotyped objects (see instructions below); a large table; chalkboard and chalk.

Instructions for Conducting the Activity*

Prior to the Activity

You may want to introduce this activity on a Friday to allow the weekend for students to collect the materials they are to bring to class.

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*This activity is similar to the trainer session "A Tour of the Twentieth Century Man and Woman" in the Teacher's Handbook (Session 3).

To help prepare students for the activity, have on hand two or three artifacts that are typically associated with males and females (e.g., a baby doll for females, a football for males, pink and blue blankets). Explain to the students that certain items in our society are used to distinguish the males from the females and to help train individuals to learn expected sex roles. Use the pink and blue blankets, for example, to show how the two sexes are distinguished from birth. Use the doll and the football as examples of stereotyped role expectations, i.e., to show that dolls teach girls the female role of nurturing and footballs teach boys the male role of toughness and aggression.

When you have finished presenting these examples, explain to the students that you would like them to bring to the next class period (Monday) objects they think typically symbolize the roles that males and females are each trained to play. Tell each student to be prepared to explain why the object selected symbolizes a particular role and what that role expectation is. (Students may select more than one object, if they wish--perhaps a maximum of five.)

During the Activity

Have the students present their objects to the class, explaining the significance of each. Have a large table available so that the objects can be properly displayed. As students explain their selections to the class, keep a list of expected role behaviors on the chalkboard, using the headings "Boys Learn to Be . . ." and "Girls Learn to Be . . ."

Close the activity by asking students how they think objects could be changed or presented differently to people in order to reflect individual preferences regardless of sex.

Outcome Objectives

Short-term behavioral objective:

- Students will be able to explain, to the satisfaction of the instructor, how children learn expected sex roles through association with stereotypic role objects.

Long-term attitudinal objective:

- Students will use and manipulate a full range of objects out of individual interest or need, and without regard to previous ideas about sex-role appropriateness.

Suggestions for Follow-Up/Variations

1. Make this a two-day activity, and spend the first day focusing on only female-stereotyped items and associated behaviors, and the second day focusing on only male-stereotyped items and associated behaviors.

2. Have the students create and present a skit in which the male and female players use objects traditionally associated with the other sex.

3. Have the students design a series of objects that are not sex-role stereotyped and then devise a marketing campaign to "sell" them.